

CRT Accommodation Manual

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Montana Office of Public Instruction
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What are accommodations?

- Accommodations are changes in the standard practices and procedures used to teach and assess students.

What practices does this include?

- **Presentation accommodations** – Allow students to access information in ways that do not require visual reading of standard print.
- **Response accommodations** – Allow students to complete activities or respond to questions in different ways.
- **Setting accommodations** – Change the location in which an activity or test occurs or the conditions of the setting.
- **Timing and Scheduling accommodations** – Change the way in which the time is organized.

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Don't accommodations provide an unfair advantage to some?

- All students are expected to progress in the general education curriculum.
- Accommodations provide equal access to grade-level content for students with learning differences.
- Accommodations are intended to reduce or eliminate the effect of a disability, language limitation, or other learning difference.

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Right to Accommodations Guaranteed by Law

- Students with disabilities and limited English proficiency are to participate in state and system wide assessments with appropriate accommodations, where needed.
- The state must report the number of students with disabilities provided with accommodations in order to participate in regular assessment.

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Impact of Accommodations on Test Scores

Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.	Nonstandard Accommodations change the nature of what is being measured by a test.
Impact on Validity of Test Score: none; score can be aggregated with scores of students taking the test without accommodations.	Impact on Validity of Test Score: The score becomes invalid, the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate for AYP.

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Eligibility for Accommodation Use for the CRT

Students	Standard	Nonstandard
General student population	-Can be used, based on individual student need; not as an instructional strategy for groups of students. -Must be routinely used by student in classroom 2-3 months prior to testing.	-Not allowed under any circumstances.
Students with IEPs or 504 plans	-Can be used, based on individual student need; not as an instructional strategy for groups of students. -Must be documented in IEP/504 plan.	-Can be used if need is documented in IEP/504 plan.
LEP Students	-Can be used, based on individual student need; not as an instructional strategy for groups of students. -Must be routinely used by student in classroom 2-3 months prior to testing.	-Can be used if need is documented in IEP/504 plan or after consultation with the OPI state assessment director and the OPI bilingual specialist.

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Link Between Testing and Instructional Accommodations

- Accommodation use in testing should reflect the same type of supports used by the student in daily instruction.
- The specific and unique demands of the testing situation should also be considered in identifying needed supports.

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Analyze Test Demands (Elliott & Thurlow, 2006)

Setting	<ul style="list-style-type: none"> -Can the student focus on his or her own work with 25-30 other students in a quiet setting? -Does the student display behaviors that are distracting to other students taking the test? -Can the student take the test in the same way it is administered to other students? -If the student needs some external support (e.g., interpreter), would this be distracting to others?
Timing	<ul style="list-style-type: none"> -Can the student work continuously for the entire length of a typically administered portion of the test? -Does the student use accommodations that require more time to complete individual test items?
Scheduling	<ul style="list-style-type: none"> -Does the student take a medication that dissipates over time? -Does the student's anxiety level increase dramatically when working in certain content areas?

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(con't)

Presentation	<ul style="list-style-type: none"> -Can the student listen to and follow oral directions given by an adult or an audiotape? -Can the student see and hear? -Can the student read?
Response	<ul style="list-style-type: none"> -Can the student track from a test booklet to a test response form? -Is the student able to manipulate a pencil or other writing instrument?
Other	<ul style="list-style-type: none"> -Is this the first time that the student will be taking this type of test? -Other considerations??

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Oral Presentation as a Standard Accommodation

- Math and Science:
 - Tests may be read aloud to a student by the Test Administrator as a standard accommodation.
- Reading:
 - Test **questions and answer choices** may be read aloud to a student by the Test Administrator as a standard accommodation. The reading passages MAY NOT be read aloud to a student as a standard accommodation.

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Oral Presentation as a Non-Standard Accommodation

- Reading:
 - Reading aloud of the reading passages to a student or the student uses text-reader software for reading passages is considered a non-standard accommodation.

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Section 1: Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

- Section 2:** Required only for public schools and private schools accredited by the Montana Board of Public Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.**



(Required Coding)

- PROGRAM INFORMATION**
(Optional Coding)
- (Mark all that apply.)
- ☐ SE (student has an IEP)
- ☐ SO4
- ☐ MG
- ☐ GT
- ☐ LEPIELL (Cannot be former LEP)
- ☐ Former LEP (Cannot be current LEP)
- ☐ F/R/L
- ☐ Significant Cognitive Disability
(Student should participate through CRT/ALT)

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Do's and Don'ts in Using Testing Accommodations

Do.....

- make accommodation decisions on an individual basis.
- systematically use accommodations during instruction and carry these same practices into the assessment process.
- base the decision about accommodations on the individual needs of the student.
- consult the state list of testing accommodations *after* determining what the student needs.
- evaluate the student's accommodations periodically because student needs change over time.

Do not.....

- make accommodation decisions on a group basis.
- introduce a new accommodation for the first time in an assessment.
- base the decision about what accommodations a student will use on the student's disability category.
- start from the state list of accommodations when considering what accommodations a student will use in an upcoming test.
- pick accommodations once and then never re-evaluate the need for them or for new ones.

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For questions and additional information, contact:

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